



SUCCESSFUL INCLUSIVE EDUCATION PRACTICES IN PRIMARY SCHOOLS OF GEORGIA

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ABOUT THIS CASE STUDY

This case study is a product of a KIX EMAP Rapid Customised Country Support (RCCS) activity. The KIX EMAP RCCS is a demand-driven activity that follows up on regional capacity strengthening and peer-learning exchange activities to ensure that countries have the opportunity to uptake the learnings at the national level. This particular RCCS focused on promoting the exchange of good practices for inclusive education among five participating countries—Kyrgyzstan, Georgia, Moldova, Uzbekistan, and Tajikistan. This case study is authored by the members of the Georgia team participating in the RCCS activity. It provides an assessment of the state of inclusive education in the country. This case study is accompanied by three databases compiling information about inclusive education-related **legislations, teaching and learning materials, and organisations** contributing to the advancement and delivery of inclusive education in Georgia.



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LIST OF ACRONYMS AND ABBREVIATIONS

ADHD	Attention Deficit Hyperactivity Disorder
AEP	Alternative Educational Plan
CDI	Civic Development Institute
CISI	Curriculum Innovation for Social Inclusion
CP	Cerebral Palsy
CWD	Children with Disabilities
EEP	Extended Educational Plan
EMAP	Europe, Middle East and North Africa, Asia and Pacific
EMIS	Georgia State Education Agency's Education Management Information System
EU	European Union
GPE KIX	Global Partnership for Education Knowledge and Innovation Exchange
IEP	Individual Educational Plan
MoESY	Ministry of Education, Science and Youth of Georgia
MTSS	Multi-Tiered System of Supports
NGO	Non-governmental Organisation
PWD	People with Disabilities
RCCS	Rapid Customised Country Support
SDGs	Sustainable Development Goals
SEN	Special Educational Needs
UDL	Universal Design for Learning
UN	United Nations
UNDP	The United Nations Development Programme
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
VNR	Voluntary National Review

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EXECUTIVE SUMMARY

As part of the KIX EMAP Rapid Customised Country Support (RCCS) supported by the Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX) Europe, Middle East and North Africa, Asia and Pacific (EMAP) Hub and implemented in partnership with Kyrgyzstan, Moldova, Tajikistan and Uzbekistan, the Georgian team analysed the implementation of inclusive education in the country.

One of the first signatories to the 2030 Agenda for Sustainable Development, adopted by the United Nations (UN) General Assembly in September 2015, Georgia has taken active steps to ensure equal access to education for all children. The European Union (EU) candidate status granted to Georgia in 2023 was the result of successful reforms implemented by the country, including significant progress in the implementation of inclusive education. The “Unified National Strategy of Education and Science of Georgia for 2022–2030” identifies inclusion as a key priority, emphasising the country’s commitment to quality education for all.

The political will and the important role of Georgian civil society organisations, especially those advocating for the rights of children with disabilities (CWD), as well as the support of international donors, have contributed to Georgia’s success in providing quality and accessible education. Inclusive education programmes have been implemented efficiently in Georgia through the cooperation of governmental, nongovernmental and international organisations. Key initiatives include programmes by the United States Agency for International Development (USAID), Caritas Georgia, and Curriculum Innovation for Social Inclusion (CISI), which focus on the creation of adapted educational resources, teacher professional development, and active involvement of parents to better integrate CWD into the academic environment.

While effective system components are in place, the situation in inclusive education remains far from perfect. Research shows that more initiatives are necessary to target schools, parents and society as a whole. Awareness remains a persistent issue, and the poor economic status of students’ families has an impact on the quality of learning. Further efforts are needed to promote inclusive education in order to ensure equal access and quality education for all children in Georgia.

1

OBJECTIVES OF THE KNOWLEDGE AND EXPERIENCE EXCHANGE

This report was produced in the context of the Rapid Customised Country Support (RCCS) “Europe and Central Asia Inter-Country Exchange on Inclusive Education for children with disabilities”, held in partnership with Kyrgyzstan, Moldova, Tajikistan and Uzbekistan, and with support from the Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX) Europe, Middle East and North Africa, Asia and Pacific (EMAP) Hub. The main objective of this initiative was to examine the Consortium’s experience in implementing inclusive education policies, with a special focus on legislative and regulatory frameworks regulating the education of children with special educational needs (SEN). Participants from Georgia had the opportunity to explore inclusive practices in the country and to

share their experiences, contributing to a harmonised approach to inclusive education across the region. Georgia stands out for its unique approach to inclusive education that encompasses comprehensive reforms, the introduction of multidisciplinary assessment methods, and the support of local organisations. We believe that analysis of the Georgian case could help other countries, especially in the post-Soviet space, to plan reforms and make further progress in inclusive education. Georgia’s experience could also be informative and useful for the Central Asian countries that are now in the initial phases of reforms, with existing cultural and historical ties facilitating efficient cooperation.

2

HISTORY AND IMPLEMENTATION OF INCLUSIVE EDUCATION: COUNTRY BACKGROUND

2.1 Introduction and Prospects of Inclusive Education

The implementation of inclusive education in Georgia started with pilot projects implemented by non-governmental organisations (NGOs) even before the ratification of relevant international legal instruments and the development of the necessary domestic legislation. In particular, in 2000, the lead NGO “Child, Family, Society” implemented a project for “Social Integration of Disabled Children” with the participation of five other NGOs, piloting the introduction of inclusive education in three schools in Georgia's capital, Tbilisi.¹

It should be noted that the Norwegian government provided significant financial and methodological support for the introduction of inclusive education in Georgia. Georgia made important steps towards inclusive education by initiating a project for Supporting Inclusive Education in 10 pilot schools in Tbilisi. The project was supported by the Norwegian Ministry of Education and Research and was implemented in 2006–2008 by the National Curriculum and Assessment Centre of the Ministry of Education, Science and Youth of Georgia (MoESY). The project team conducted substantial legislative and methodological initiatives that paved the way for the development of inclusive education in Georgia and promoted the integration of children with disabilities (CWD) into society.

In 2009–2012, the cooperation between the Government of Norway and the MoESY of Georgia continued, and the inclusive education programme was further rolled out throughout the country. In 2013, the Norwegian Ministry of Education and Research also supported the promotion of inclusive education in vocational schools.

The first phase of introducing inclusive education was quite challenging, as the school community, parents, and the public

in general were not prepared to see CWD sitting alongside other students in public schools. At that time, school representatives and parents were unaware of the specific needs of children with developmental disabilities. For example, some believed that conditions such as intellectual disabilities, epilepsy, or cerebral palsy were communicable diseases and feared their children could contract them from students with SEN. In addition, there was limited knowledge about the rights of persons with disabilities (PWD) (OHCHR, n.d.). As part of the project, the MoESY, alongside its legislative and methodological work, also worked intensively to raise awareness among parents, school administrators, and staff.

Since 2008–2010, donor organisations have become even more active in supporting initiatives for social inclusion and inclusive education of PWD. As mentioned above, Georgia has a strong sector of NGOs representing PWD and CWD in particular, which actively operate with the support of donors.

As a result of the strong NGO advocacy, the government of Georgia signed the Convention on the Rights of Persons with Disabilities in 2009 and ratified it in 2013. That period marked a new phase in terms of protecting the rights of PWD and supporting their social integration. The process continued after the signing of the Association Agreement between Georgia and the European Union (EU) in 2014 (Ministry of Foreign Affairs of Georgia, 2014). The European aspirations and pro-European choice recognised by the Georgian government—and enshrined in the Constitution—have further reinforced the country's commitment to fulfilling its international obligations, as envisaged in these documents. As a first step, the government initiated the harmonisation of the existing national legislation with the EU legislative framework, which had a positive impact on the implementation of inclusive education, the development of services for PWD and their social integration in general.

¹ The inclusive education initiative was piloted in Schools no. 10 and 24, as well as in Gymnasium 6 in Tbilisi. The project was implemented by the Anika Association, the Tanadgoma Library and Cultural Centre for the Disabled, ADC Studio and the Association for the Support of Children with Hearing and Speech Disorders.

Initially, inclusive education was perceived as targeting only CWD, but gradually the meaning of the term broadened. The term *students with special educational needs* (SEN) has since been recognised at the national level. The number of SEN students in mainstream schools has increased over the years. According to the Georgia State Education Agency's Education Management Information System (EMIS), as of July 2023, there were 11,976 students with SEN enrolled in Georgia's public schools. As shown in Figures 1 and 2 below, the number of inclusive schools in the country is growing every year, along with the number of students with SEN in the country overall. This is a positive trend that demonstrates a gradual improvement in access to inclusive education.

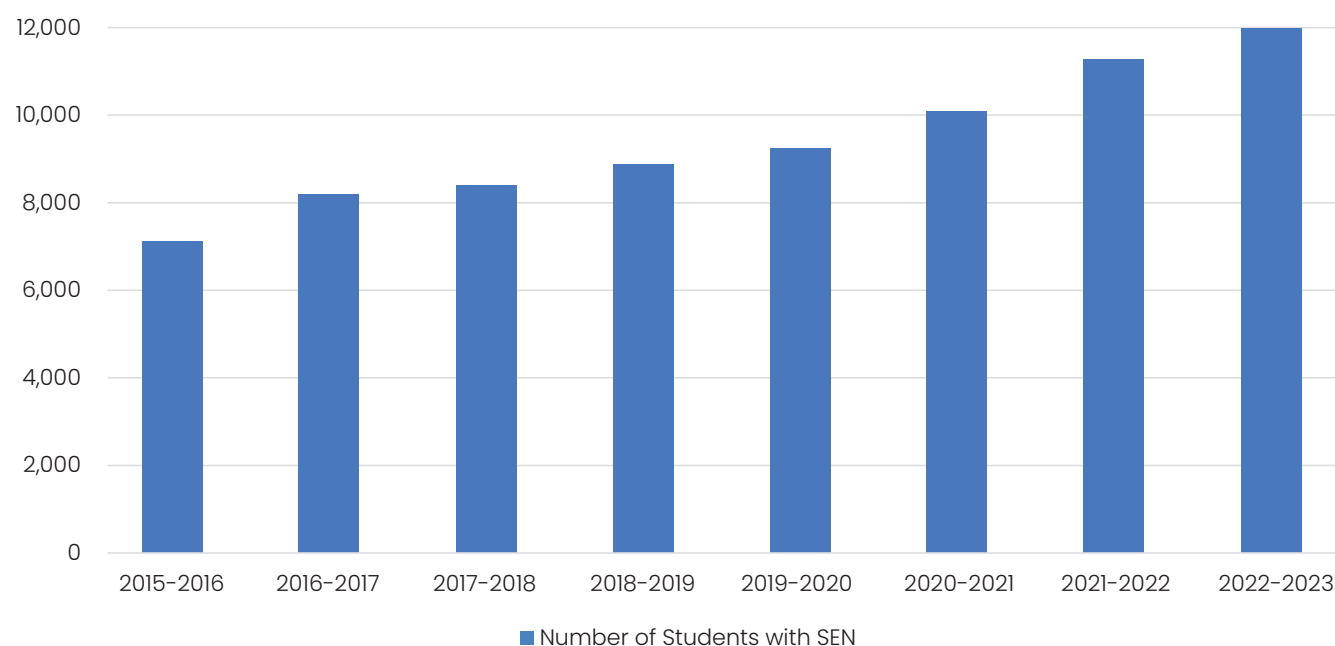
At the same time, it is important to note that no university in Georgia currently offers a dedicated academic programme for special education teachers. However, the Curriculum Innovation for Social Inclusion (CISI) project, supported by Erasmus+, has prepared a special teacher certification programme to be launched in 2024 at Ivane Javakhishvili Tbilisi State University and Shota Rustaveli Batumi State University (CISI, n.d.). In addition to the courses and programmes developed in the context of being trained by CISI's project, students will have the opportunity to receive practical training in partner schools, where teachers have also received a series of training organised by the project's European partners. The CISI project also strengthened the teacher training programmes of four Georgian partner universities by integrating new courses

related to special and inclusive education. Despite these developments, university special education programmes for teachers remain limited in scope and diversity.

Therefore, universities currently do not provide differentiated opportunities for teachers who wish to work with children with SEN, as the necessary academic programmes are lacking at the university level. The CISI project developed several academic courses (five European Credit Transfer and Accumulation System credits) related to working with children with only some specific developmental disabilities: blind and visually impaired, deaf and hard of hearing, children with learning disabilities, speech and communication disorders, intellectual disabilities, autism, and behavioural and emotional disorders. Ilia State University offers a master's degree in communication, speech and language therapy, while Ivane Javakhishvili Tbilisi State University offers a bachelor's programme in occupational therapy.

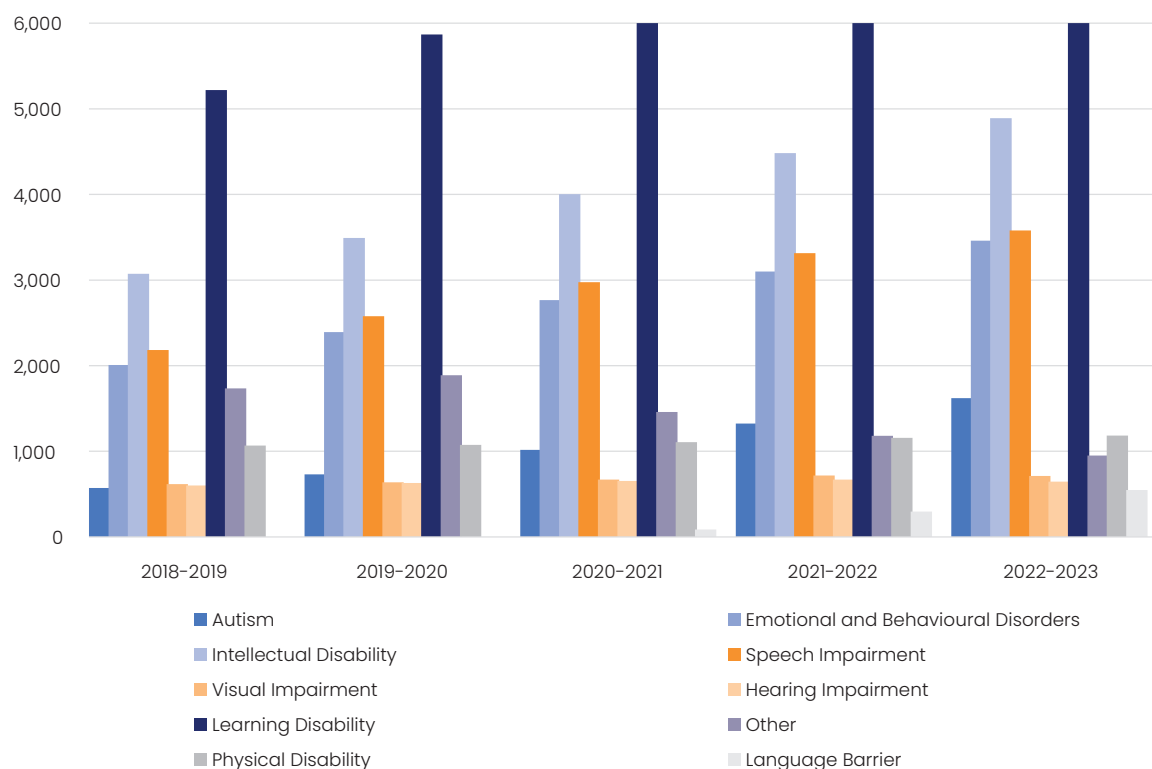
In-service professional development is overseen by the National Centre for Professional Development of Teachers, which provides several inclusive education training courses for school teachers. Since 2024, the United States Agency for International Development's (USAID) Education for the Future programme has been working with four selected universities in Georgia to update teacher education programmes by incorporating Universal Design for Learning (UDL) principles (Chuchua, 2023).

Figure 1. Numbers of Students with SEN (by year)



Source: Letter from the Education Management Information System (EMIS) no. MES 3 23 0000967182.

Figure 2. Distribution of Students with SEN (by disability type)



Source: Letter from the Education Management Information System (EMIS) no. MES 3 23 0000967182.

2.2 Public Awareness and Response

Inclusive school education and the rights of PWD and CWD in general have been communicated in the reports of the Public Defender of Georgia to Parliament. Thus, in 2019, the Public Defender presented a special report on the development of inclusive education in schools (Public Defender [Ombudsman] of Georgia, 2019). In addition, various organisations and researchers have been conducting studies in this area with funding from international donor organisations, such as USAID, the United Nations Development Programme (UNDP) and others (UNDP, 2019). These studies highlight the following achievements and challenges related to public opinion:

1. The stigma associated with having CWD in families has decreased, and the number of students with SEN in mainstream schools has increased over the years; however, there are still challenges related to the quality of teaching and learning for students with SEN in public schools (Public Defender [Ombudsman] of Georgia, 2019).
2. There has been a significant improvement in the acceptance of students with SEN by school staff and parents (Tchintcharauli & Javakhishvili, 2017; UNDP, 2019).

3. There are occasional problems in the relationship between teachers and parents of students with SEN: (1) some parents do not recognise the limited abilities of their children and do not want them to have the SEN status, which results in the children not receiving all the resources necessary for their education; (2) some parents have unrealistic expectations about their children's academic performance; (3) some parents are not involved in the educational process and do not participate in the development of individual educational plans (IEP) or communicate with teachers (Tchintcharauli & Javakhishvili, 2017; UNDP, 2019).
4. Collaboration between subject teachers and special educators is challenging. When teaching students with SEN, subject teachers often place all the responsibility on the special educator and do not fully understand their own role and responsibilities (Index of Inclusiveness in Georgia, 2013; UNDP, 2019).

In general, the analysis of public attitudes towards inclusive education and CWD shows significant positive changes in recent years. The stigmatisation of CWD in families and schools has decreased, and the number of students with SEN in educational institutions has grown. However, challenges remain, particularly regarding the quality of teaching and the cooperation between school teachers and special educators.

3

INCLUSIVE EDUCATION: LEGISLATION AND POLICIES

In Georgia, inclusive education and the rights of PWD in general are promoted within the framework of international conventions and declarations ratified by the country, as well as the harmonised national legislation. In addition, the MoESY has adopted a number of regulations related to inclusive education.

International legislation

One of the most important international instruments is the Convention on the Rights of the Child, which Georgia ratified in 1994 (Minister of Foreign Affairs of Georgia, 1994). In 2009, the Parliament of Georgia approved the Concept of Social Integration of Persons with Disabilities, instructing the Government of Georgia to harmonise domestic legislation with international laws and conventions. The 1994 Salamanca Statement has a special place in the list of international documents as its provisions were used to make amendments to the Law of Georgia on General Education (Parliament of Georgia, 2005), which introduced the concept of inclusive education in Georgia.

Domestic legislation and reforms

In 2014, the Parliament of Georgia ratified the UN Convention on the Rights of Persons with Disabilities (UN, 2023), thereby committing Georgia not only to the inclusion of CWD in the education system but also to their social inclusion and to combating discrimination against them. This document has become an additional tool for implementing inclusive education and protecting the rights of PWD.

In June 2014, Georgia and the EU signed an Association Agreement (Ministry of Foreign Affairs of Georgia, 2014), committing Georgia to uphold core European values and principles, such as equality and social inclusion. In 2015, the UN General Assembly adopted the Sustainable Development Goals (SDGs) (Administration of the Government of Georgia, n.d.), which aim to ensure a better and more sustainable future for participating countries by 2030. In July 2016, Georgia was one of the first twenty-two countries to present the Voluntary National Review (VNR) on the SDGs at the High-Level Political

Forum on Sustainable Development. Since then, Georgia has taken steps to adapt the SDGs and their indicators to the national context, addressing the country's specific challenges and opportunities. In 2017, Georgia declared all seventeen SDGs as national priority goals, including SDG 4, which aims to ensure inclusive and equitable quality education, providing an important additional opportunity to advance inclusive education in the country.

The Constitution of Georgia recognises the right of everyone to education and the right to choose the type of education (Article 35). The term "inclusive education" was introduced to the Georgian legislation only in 2004, when the Parliament of Georgia adopted the "Key Directions of the Governmental Policy for the Protection of the Rights of Children with Disabilities in Georgia". This marked the beginning of relevant reforms in the education system aimed at ensuring equal access and opportunities for CWD.

In 2005, Georgia first introduced an article on inclusive education to the Law on General Education, based on the Convention on the Rights of the Child signed in 1994. The document prioritises the integration and inclusion of CWD in the educational process in public schools.

Recent trends

In 2018, amendments to the Law on General Education (Ministry of Education, Science, Culture and Sports of Georgia, 2018) introduced an updated definition of "inclusive education" as "an equally accessible educational process that ensures education for all learners, taking into account their individual educational needs and opportunities". This reinforced the principle that inclusive education is, in essence, *education for all*.

In addition, the new third National Curriculum was adopted, setting out the objectives of teaching and learning, the knowledge to be acquired in each subject, and the pedagogical principles underpinning teaching methodology and the assessment system. It also established the groups of compulsory subjects according to the level of education, the number of hours per subject and their distribution and

mandatory workload, the requirements for the learning environment and recommendations, as well as the requirement for general education institutions to develop IEPs for students with SEN, where necessary, in alignment with the National Curriculum.

The legislative changes also redefined the role of special educators. Inclusive education coordinators, previously members of the school administration, were given teacher status and formally became special educators. The changes promoted two main ideas: 1) teachers should teach in a way that allows all students to participate, regardless of their status and abilities; 2) special educators should focus on integrating students with SEN into the classroom rather than isolating them. With the introduction of these changes, the system recognised alternative curricula, defined the terms "integrated" and "special" classes, while special schools became resource schools, providing programmes and services for students with SEN, as well as support for teachers and parents. These schools employ Georgian Sign Language and the principles of bilingual education for children with hearing impairments, as well as Braille and assistive technology for visually impaired children.

Under current national legislation, all mainstream schools are required to enrol any student with SEN referred to them by the Multidisciplinary Team.² Schools with students with SEN receive additional resources to meet the needs of the students. To this end, a position of "special assistant" has been introduced for special educators, speech therapists and spatial orientation and mobility specialists. When necessary, schools provide special needs students with a special assistant to provide individualised support during academic and functional activities. In addition, schools provide transportation for students with SEN, and are required to adapt their facilities to meet their needs— at a minimum, this includes installing ramps and adapted bathrooms. Furthermore, each school must have a resource room to facilitate specialised learning and support.

As of January 2023, 443 public schools in different regions of Georgia (a total of 2,302 schools, including 2,086 public and 216 private schools) were fully adapted. 1,551 public schools were adapted partially, and 200 school buildings were undergoing or scheduled to undergo necessary renovation or construction works.

Amendments made to the General Education Act on October 1, 2023, expanded the functions of school bailiffs to include a component of inclusion. These functions now include identifying the student's SEN to create a learning environment that meets their individual needs and provides the necessary support services.

In 2020, Georgia adopted the Law on the Rights of Persons with Disabilities. Article 8 of the Law refers to the right of PWD to education as follows: "By introducing appropriate and effective mechanisms and using technologies, techniques and educational resources relevant to the needs of persons with disabilities, the State shall ensure the introduction of an accessible and qualitatively inclusive education system that will enable persons with disabilities to obtain continuing education, develop their personality and creative abilities, and realise their mental and physical capabilities" (Parliament of Georgia, 2020).

The Unified National Strategy Education and Science 2022–2032, developed by the MoESY, reiterated the commitment to continue the implementation of inclusive education. The Strategy emphasises the strengthening and development of the inclusive education system in the country. It is worth noting that the obligation to comply with the law lies with both the national and municipal governments, which creates additional leverage for the implementation and development of inclusive education in the country.

2 The Multidisciplinary Team for Inclusive Education was established by the Ministry of Education, Science and Youth as a team consisting of multi-profile specialists (psychologist, occupational therapist, special educator). The mission of the team is to provide qualified assistance in inclusive education to all schools in Tbilisi.

4

STATISTICAL DATA ON INCLUSIVE EDUCATION

Inclusive education in Georgia is overseen by the MoESY. Through annual budget allocations, the MoESY implements programmes to promote inclusive education by supporting the work of the Multidisciplinary Team, funding integrated classes in public schools, providing a second opportunity for socially inclusive education, and offering information and methodological support. In 2023, the total budget for these programmes amounted to GEL 2,700,000 (approximately USD 1,000,000) (Aris.ge, 2022).

Individualised Education Plans (IEPs) are developed for students with SEN based on the National Curriculum, and the student's performance is evaluated based on the achievement of the IEP goals. The total number of schools in Georgia is 2,302, including 216 private and 2,086 public schools. Twelve schools have integrated classes for students with SEN with various developmental disabilities.

In order to support the social integration of special needs children in Georgia, special schools are being transformed into resource schools. There are seven resource schools (formerly special schools) that have the status of a legal entity of public law in the country. These schools have children with SEN who are referred to them by the Multidisciplinary Team

after consultation with the parents. In the near future, resource schools are planned to become a source of methodological support and consultation for other schools. According to EMIS data, the seven resource schools in Georgia include four resource schools for students with severe and profound intellectual disabilities, two schools for students with hearing impairment and one resource school for students with visual impairment.

In order to ensure access to education and development for students with sensory impairments, severe and profound intellectual disabilities, multiple disabilities, multiple sensory impairments (such as blindness and deafness), or behavioural and emotional disorders, the resource schools pay great attention to the provision of additional services tailored to the individual needs of the student. These additional services may include speech therapy, art therapy, therapeutic exercise, music therapy, transportation, nutrition, and others.

Inclusive education statistics are available at the Education Management Information System of the MoESY at <https://emis.ge>. Information on the activities of the MoESY can be found on the Ministry's website at www.inclusion.ge.

5

ORGANISATIONS INVOLVED IN INCLUSIVE EDUCATION

Due to the diverse needs within inclusive education, the country is working to address these needs and improve the educational environment. The process involves governmental, non-governmental and international donor organisations operating in Georgia, as well as academia. Projects supporting inclusive education in mainstream primary schools include the following:

USAID Georgia Basic Education Programme, Implemented by RTI International.

The first phase of the programme (2019–2022) involved five universities: Ilia University, as well as the universities of Telavi, Zugdidi, Batumi, Kutaisi, and Akhaltsikhe, and two NGOs: the Centre for Integration and Interethnic Relations and "Child, Family, Society".

The USAID Georgia Basic Education Programme, aims to support student-centred teaching methods, helping students develop skills in reading, mathematics, critical thinking, and problem-solving. The programme generates various resources and implements activities to develop the professional capacity of all primary school teachers and principals in Georgian and minority public schools in Georgia. A key focus of the programme is to promote the quality of inclusive education.

In its first phase, the programme developed educational resources in the Georgian, Armenian, and Azerbaijani languages for elementary school students with SEN (grades 1–6). Self-paced training video modules were developed for teachers and special educators in all three languages (University of Georgia, n.d.). In the second phase, a Multi-Tiered System of Supports (MTSS) is being piloted in 15 selected schools to help quickly identify and support students who have or may have learning difficulties.

Improvement of Early Childhood Interventions and Inclusive Education in Georgia, implemented by Caritas Georgia (Caritas Georgia, n.d.).

The objective of the programme is to support inclusive education in Georgia by advancing the existing system and developing new childcare and education services, including

kindergartens, schools, and vocational schools, adapting them to the needs of PWD.

Caritas Georgia Inclusive Education Programme

The aim of the second project implemented by Caritas Georgia is to increase the accessibility of inclusive education for children with SEN and to address existing problems in the system. It focuses on the following aspects:

- Involving parents in school processes;
- Involving students in inclusive education;
- Mobilising human resources by encouraging volunteering activities for the implementation of inclusive education;
- Supporting the school administration in the implementation of inclusive education;
- Strengthening the capacity of teachers in different fields to further develop inclusive education.

Curriculum Innovation for Social Inclusion (CISI)

CISI is a project implemented by the MoESY and coordinated by Ivane Javakhishvili Tbilisi State University. The overall objective of the Erasmus+ supported project is to contribute to the process of social inclusion of PWD by improving the quality of inclusive education in public schools in Georgia. The project also promotes pre-service and in-service professional development of teachers in the field of special education. CISI has established an Inclusive Education Network, which is expanding and welcoming new members.

Leave No Child Out

The programme was implemented in 2021–2023 as a joint initiative of the MoESY of Georgia, the Norwegian Ministry of Foreign Affairs, the Norwegian National Service for Special Educational Needs (Statped), and the United Nations International Children's Emergency Fund (UNICEF), with funding from the Norwegian government, to contribute to strengthening the quality and inclusiveness of the national education system in Georgia.

The project aims at developing effective training programmes for teachers as well as supporting teaching and learning resources that meet international standards. It also involves selecting resource schools with an improved physical environment, developing educational resources and retraining school principals, teachers, representatives of educational centres and local authorities. Partner schools will provide children with SEN with extracurricular, educational, recreational and leisure programmes. Knowledge Resource Centres and Child Rights Centres will be established in public universities to facilitate cooperation and knowledge sharing among stakeholders in inclusive education and rights- based approaches to education.

Day Care Centres for Children

This programme is implemented by NGOs and is funded by the Georgian Ministry of Internally Displaced Persons from the Occupied Territories, Health, Labour and Social Affairs as a tool for further development of formal education in the country.

6

METHODOLOGICAL APPROACHES IN INCLUSIVE EDUCATION

6.1 Types of Disability in Primary Schools

Before 2004, the Georgian education system was unfamiliar with the concept of inclusive education, and special schools were the only educational option for CWD. After the legislative changes, special educators were involved in the educational process in mainstream schools, resource classes were created and equipped in public schools, and school buildings were adapted for CWD. Those steps marked the beginning of the process of developing inclusive education as a new system in Georgia.

The term **"inclusive education"** was revised several times and was finally defined in 2018 as "an equally accessible educational process that ensures education for all learners, taking into account their individual educational needs and opportunities" (Parliament of Georgia, 2005).

"A student with special educational needs" ("a student with SEN") refers to a student who has some learning difficulties and fails to meet the minimum requirements of the national curriculum for the relevant grade. These students typically require accommodations to the national curriculum, adaptation of the educational environment, development of an alternative educational plan and provision of special educational services. Subsequently, the National Curriculum need to be adapted for students with SEN. Types of adaptations include modification, accommodation, IEPs, alternative educational goals, alternative educational plans (AEP), extended educational plans (EEP) or sensory plans (Ministry of Education and Science of Georgia, 2018; Ministry of Education, Science, Culture and Sports of Georgia, 2018).

Alternative educational goals are developed for students with severe, profound and multiple disabilities in cases where they cannot be taught some of the subjects defined in the National Curriculum. Under an **alternative educational plan (AEP)**, each subject is taught using different teaching strategies, providing the student with functional and academic knowledge.

An extended educational plan (EEP) is an educational plan designed to enhance specific competencies based on the educational needs of a student with a sensory impairment. EEPs are part of the National Curriculum.

A sensory plan is developed for all students with severe and multiple intellectual disabilities, enabling them to study according to a programme designed to meet their abilities and interests and to make the most effective use of their learning time.

The following methodological approaches should be used to develop academic skills in children with SEN:

Children with Attention Deficit Hyperactivity Disorder (ADHD):

- Use audio-visual materials;
- Break large assignments into smaller, manageable tasks, reviewing each part as it is completed;
- Reduce the number of assignments and allow extended time for completion;
- Involve children by giving them simple assignments, avoiding complex ones in front of the whole class;
- Agree upon behaviour rules before classes begin;
- Encourage positive behaviour by praising successes specifically after each achievement.

Children with Down syndrome:

- Use a multimodal approach that includes tactile sense, hearing, and sight, with the usage of books with sensory elements;
- Use concrete examples and simple language, slowing down when necessary;
- Organise the learning environment by avoiding noisy places, such as near windows or doors;
- Explain the lesson plan to the child in advance;
- Give clear and straightforward instructions, using alternative forms of questioning, such as written assignments or pictures.

Children with cerebral palsy (CP):

- Comply with environmental standards to provide a safe environment: the classroom should be wheelchair or crutch accessible;
- Provide a desk with a special cover or a device to hold academic necessities, such as paper and notebooks;

- Consider that a child with cerebral palsy may need more time to enter the classroom and prepare for the lesson.

Children with communication problems (autism spectrum) (CISI, 2022; Rohraff, 2014):

- Explore the specifics of autism spectrum disorders;
- Maintain ongoing communication and collaboration with parents and caregivers;
- Prepare the classroom so that the student feels comfortable;
- Manage challenging behaviours;
- Promote social skills and create an environment for positive interactions between students with autism and other students in class;
- Develop an IEP together with a team of professionals and family members.

Children with hearing impairments (Pachkoria et al., 2012):

- Use a variety of communication tools, including sign language;
- Develop individualised strategies for each child;
- Encourage attempts to say sounds and repeat them often;
- Speak slowly and avoid shouting;
- Teach gestures and body movements when speaking to facilitate lip reading;
- Give simple two-step instructions;
- Use visual arts for communication;
- Involve the child in planning the school day to increase confidence;
- Use assistive technology, such as hearing aids and cochlear implants.

Children with visual impairments (Inclusion.ge, 2015):

- Implement interventions to improve learning for students with visual impairments to benefit all students;
- Incorporate a variety of learning styles and devices that allow students with visual impairments to complete tasks at the same pace as their peers;
- Use three types of materials to teach reading: print (e.g., books, magazines), electronic (e-texts), and audiobooks;
- Provide assistive technology, which can be classified as optical aids, non-optical aids, and non-visual aids.

6.2 Types and Methods of Inclusive Education

There is a wide range of support services for students with SEN in Georgia that promote the integration and socialisation of the students with their peers in school. These include, among others:

- **Inclusive education** – an equally accessible educational process that ensures education for all students, taking into account their individual educational needs and opportunities.
- **Special class** – a class consisting of students of the same age or with an age difference of no more than three years, with homogeneous educational needs.
- **Integrated class** – a community consisting of students of the same age or with an age difference of no more than three years, with homogeneous educational needs, enrolled in different classes. Since 2013, the MoESY has been implementing a subprogramme called "Development of Integrated Classes" (Parliament of Georgia, 2005).
- **Home-schooling** – an alternative form of education provided when a student with SEN is unable to attend school due to a health condition. In such cases, the school applies to the multidisciplinary team for the student to be home-schooled. The student is registered at the school but does not attend classes in person. The school develops an individualised home-schooling plan for the student. The student's parent(s) should be involved in the home-schooling process to assist with daily tasks. When home-schooling a child with SEN, the school should provide at least one academic hour per week for each subject (excluding sports) according to the schedule of the particular class in which the home-schooled student is enrolled (Ministry of Education, Science, Culture and Sports of Georgia, 2018).
- **Distance education** – an educational process, organized in a mainstream school for the purpose of receiving general education and/or learning a subject/group of subjects provided for in the National Curriculum, based on information and communication technologies and conducted in an electronic format or with the use of other means of communication, which do not require physical presence of the student and the school staff in the same place.
- **Individualised Educational Plan (IEP)** – some students with SEN may require individualised learning plans based on their individual needs. These may involve flexible learning arrangements, including individualised schedules, temporary individualised schedules, or a combination of activities in the regular classroom with peers and other activities conducted in the resource room.

6.3 Methodological Approaches to Teaching Children with SEN and Disabilities

In the process of implementing inclusive education in Georgia, many materials have been created to make the learning environment more accessible for CWD and to improve their academic performance. The main principle is a **play-based teaching approach**. Currently, the Third National Curriculum is being introduced as part of the general education reform. The introduction of the National Curriculum clearly defines the constructivist educational concept oriented to individual development, as well as the principles of teaching and learning. These are the very principles that are required to introduce the educational paradigm of "students as subjects of learning" in classrooms.

The MoESY is constantly working to provide methodological support for inclusive education by involving relevant experts to develop supportive educational resources and guides for teachers, parents and school administrators each year. These efforts are strongly supported by donors.

To better assist in facilitating the inclusive education process and provide the necessary support, the MoESY has created a website on inclusive education,³ which provides a large amount of information, laws and regulations, various resources, guides, videos, as well as supportive materials for parents and teachers of children with different types of SEN.

Currently, efforts are being made to improve the professional development of teachers in the field of inclusive education. The State Centre for Teacher Professional Development "Teacher's House" has a programme to support inclusive education that includes a "Regional Study Tour for Special Educators." The aim of this project is to promote the development of quality inclusive education in the regions of Georgia by improving the knowledge and professional skills of special educators. As a mechanism to stimulate and popularise the profession of special educators, the Centre for Teacher Professional Development annually announces the "Best Special Educator of the Year." It also conducts training sessions employing special education modules for working with all categories of students with SEN, from sign language interpretation courses to crisis behaviour management.

MONITORING AND EVALUATION OF LEARNING OUTCOMES OF STUDENTS WITH SEN

Inclusive education monitoring in Georgia is regulated by the Order of the MoESY No. 16/n (21 February 2018), Chapter VI: "Monitoring of Inclusive Education". According to this document, the internal monitoring of inclusive education in schools shall be carried out at least once per academic year. Every school in Georgia that has at least one student with disabilities shall prepare an action plan for inclusive education every academic year, conduct internal monitoring of inclusive education, and establish a school inclusive education monitoring team.

Each school is also required to prepare an inclusive education monitoring report and submit it to the MoESY within seven days of the reporting.

External monitoring of inclusive education is relatively rare in Georgia and has been conducted only a few times. Since 2018, for example, the Multidisciplinary Team has conducted routine monitoring in resource schools twice, while the Office of the Public Defender monitored 15 pilot inclusive schools in 2019 and resource schools in 2023.

The monitoring report was under preparation at the time this report was being written (2024). The Office of the Public Defender, as an enforcer of the UN Convention on the Rights of Persons with Disabilities, is required to regularly monitor the quality of inclusive education in relevant institutions.

The monitoring of inclusive education conducted by the Public Defender in 2019 identified the following challenges:

- Lack of a unified vision and a multidisciplinary and individualised approach to the implementation of inclusive education;
- The need to establish effective mechanisms to protect students, including those with disabilities, from violence;
- Insufficient infrastructure and human resources in schools;
- The need to raise awareness among school staff and parents about inclusive education and the needs of students with SEN and disabilities (Public Defender [Ombudsman] of Georgia, 2019).

The Centre for Education Quality also occasionally conducts **unscheduled external monitoring** of various quality indicators, together with evaluating the accessibility of school infrastructure for students with disabilities. It also performs an assessment of inclusive education, including qualifications of relevant staff, compliance with Decree No. 16/n and practical implementation of the rights of students with SEN. Unscheduled monitoring should be conducted upon request submitted to an audit body or the Centre for Education Quality. External monitoring reports are available in the Georgian language at the National Centre For Educational Quality Enhancement.⁴

Studies related to inclusive education are also conducted at the national level or by local NGOs. The following studies are noteworthy:

- *Alternative Report on the Implementation of the Convention on the Rights of Persons with Disabilities in Georgia (Article 24 "Education")*, prepared by the Civic Development Institute (CDI) in the context of the *Inclusive Education Practices in Georgia*, implemented with financial support from the Open Society Institute (Chanturia et al., 2016).
- *Improving Public Services Supporting Inclusive Education in Georgia*, prepared and published by Ivane Javakhishvili Tbilisi State University Disability Research Centre, with the assistance from the UNDP and UK aid from the UK Government (UNDP, 2020).
- *Covid-19 and the Right to Education of Children with Disabilities*, prepared by the Georgian Young Lawyers Association (Georgian Young Lawyers Association, 2021).
- *The Cost of Raising a Child with Disabilities in Georgia. The Goods and Services Required for the Equal Participation of Children with Disabilities*, issued by UNICEF (UNICEF, 2023).

4 www.eqe.ge

CONCLUSION AND RECOMMENDATIONS

The annual increase in the number of students with disabilities in mainstream schools indicates a decrease in stigmatising attitudes both at school and in the family. There is a need to raise awareness among parents of their rights and the rights of their children, as well as to improve the skills and preparedness of school staff to create a supportive environment in schools for students with disabilities. To this end, the MoESY is allocating additional funds to support the education of children with SEN.

Although inclusive education remains a priority for the MoESY, the government heavily relies on support from donor agencies, which assist in the activities and development of NGOs that serve PWDs. Unfortunately, there is insufficient funding from the government, as national and municipal budgets do not adequately support PWD organisations. Starting in 2024, the country will begin a gradual transition from the medical model of education to the social model, as outlined in the National Action Plan.

Poverty remains a problem in the country, with a significant proportion of families with CWD living below the poverty line. Therefore, the involvement of local municipalities in supporting social programmes is of great benefit to PWD NGOs. For example, the rehabilitation programme for children with autism is funded from municipal budgets and operates in only a few municipalities. There is a particular shortage of qualified personnel in the regions, which hinders the development of such programmes. Nevertheless, inclusive education continues to be a priority for the MoESY, which supports a number of activities aimed at advancing inclusive education, as described in the report.

At the same time, the quality of inclusive education is still challenging, as it depends primarily on the competencies of subject teachers and special educators to work effectively with students with SEN. This is largely due to the absence of academic programmes for preservice training in special or inclusive education at Georgian universities.

Recommendations for improving the process of inclusive education and the quality of education in Georgia are listed below:⁵

- **Programme integration:** Include modules on special and inclusive education in teacher preservice training programmes in universities. This would ensure that

teachers are better prepared to work with CWD, which is critical to the successful implementation of inclusive practices.

- **Access to support services:** Increase access to speech therapists, occupational therapists and psychologists in schools. These services are critical to improving the quality of education for students with SEN, allowing for a more individualised approach to every child.
- **Monitoring and support:** Improve the process of teacher performance monitoring by providing access to necessary advice and support from inclusive specialists. This would help improve the quality of teaching and responsiveness to the needs of every student, and would strengthen collaboration between teachers and the specialists.
- **Awareness raising:** Raise awareness among school staff and parents about the principles of inclusive education, which would help create a more supportive environment for CWD and combat stigma and prejudice.
- **Funding and resources:** Increase funding for educational institutions to provide all necessary resources for working with special needs children, including adapted textbooks and learning materials. This would not only improve learning conditions but also create more diverse learning environments.
- **Universal Design for Learning:** Promote UDL principles in school administration to create a more accessible learning environment for all students with SEN, regardless of their individual needs and abilities.
- **Professional development:** Provide professional development for teachers and special educators, including expanded university preservice programmes and in-service training. This would introduce teachers to modern methods of working with special needs children and would increase their confidence.
- **Infrastructure and transportation:** Improve the infrastructure of schools for students with low mobility and blindness, and address transportation issues for CWD, especially in the regions. This is necessary to ensure equal access to education and social inclusion of children with SEN.

5 These recommendations partly address the gaps in inclusive education identified in various reports such as Public Defender [Ombudsman] of Georgia (2019); Tchintcharauli & Javakhishvili (2017); UNDP (2019); CISI (n.d.).

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